THE ROLE OF INCLUSIVE AND PARTICIPATIVE TEACHING AND LEARNING IN HIGHER EDUCATION: A CASE STUDY IN INDIA.

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Abstract

When we talk about "inclusive teaching," we mean pedagogy that aims to meet the needs of every student and encourage their participation in class discussions and activities, regardless of their identity or cultural background. Exploring students' personal circumstances while placing learning within those contexts may be enriched by hearing varied opinions, as can exposing all students to interesting dialogue. Classroom environments that acknowledge students as individuals, make connections to their lives, and address their problems inspire students to take charge of their own education (Ambrose et. al, 2010).

By delving a bit further into why participation imbalances emerge, inclusive teaching relies on a teacher's natural inclination to make sure all students' views are heard and that they all have an opportunity to engage fully in the learning process. In order to foster this nuanced environment, educators must demonstrate a range of skills, including self- and social-awareness, curriculum reflection, and familiarity with inclusive methods (Salazar et. al, 2009). To begin with, inclusive education investigates questions like "why do certain kinds of pupils appear to engage more regularly and learn more quickly than others?" When interacting with pupils, how may one's own cultural biases affect one's approach? If students' identities, opinions, and histories do affect their degree of participation, how would that play out? Finally, how might changes to the curriculum and methods of instruction be made to increase student engagement and inclusion? In order to learn inclusive teaching methodology, teachers might look at a number of examples and tactics.

The advancement of a nation in all spheres of life, including industry, society, economy, etc., depends in large part on the quality of its higher education system. Now more than ever, colleges and institutions in India need to equip the country's young with the knowledge and skills they need to become economically independent.

Key Words: Inclusion in classroom, curriculum development, higher education institutions, empowerment, self-sufficiency, inclusive education.

Introduction

The value of a college degree is subjective. When referring to the degree of education, higher education is defined as the process of acquiring advanced academic credentials via instruction at post secondary institutions. In addition, college helps students learn and grow intellectually while also expanding their horizons and worldview. When higher education is delivered in a variety of formats, it serves not only as a means by which individuals may actively contribute to the growth and development of industries, but also of society at large.

Learning Beyond High School in India:

India has more higher education institutions than any other country, and its system ranks third in size and diversity in the world, behind China and the United States. Access to higher education in India increased dramatically after the country gained its freedom. The 10+2 system is the gateway to higher education (tertiary education) in India (i.e. ten years of primary and secondary education flowered by two years of senior secondary education). Higher education in India has a complicated framework. Institutions of higher learning such as universities, colleges, institutions of national importance, polytechnics, and so on are included. There are several different sorts of universities in India, including public universities, private universities, and institutions with special status (Deemed universities, both aided and unaided). Central universities, established by the Indian government through an act of parliament, are in charge of allocating funds from the University Grants Commission (UGC). Because of India's federal structure, the country's constitutional design assigns responsibility for education to both the federal government and individual states. Standardization and coordination in higher education are under federal jurisdiction, whereas K-12 education is under state jurisdiction. Several regulatory agencies and research councils in India are housed inside the department of higher education.

Administrative Agencies:

Institutional Funding Board for Higher Education (UGC)

Society for the Promotion of Technical Education Across India (AICTE) Institution of the Built Environment (COA)

Research into India's Rich Scientific, Philosophical, and Cultural Past (PHISPC)

Issues Facing India's Institutions of Higher Learning:

Few Indian universities are known internationally because of a lack of investment in research and exchange programmes.

There is a concern with the quality of the curriculum at Indian universities. The majority of university curricula are hopelessly outmoded and outdated.

Though number of students enrolling in universities has increased at a quicker clip recently.With a few exceptions, India's colleges and institutions aren't exactly equipped to do cutting-edge research. It would be helpful to rate excellent institutions if they have libraries, dormitories, transportation, sports facilities, and so forth.Fewer and fewer universities and businesses are working together nowadays.Graduates in India have a hard time finding work. A tiny percentage of India's college grads really have marketable skills. Similarly, when we move away from the most prestigious universities, our placement results decline sharply.

The government has taken several steps to improve its human resource management, including:

• creating a national digital library of eBooks covering a wide range of topics and subjects;

• establishing a system through which the highly qualified faculty of centrally sponsored institutions like IITs, IIMs, and central universities would offer online courses free of charge. • The Unnat Bharat Abhiyan initiative was created by the federal government to get research-based technology out of the lab and into the streets. The plan calls for universities to go out to nearby rural areas and help solve the issues that plague them. Water conservation, organic farming, renewable energy, infrastructure, and sustainable means of subsistence would all be priority areas for the program's designers. The Indian Institute of Technology in Delhi is serving as the project's central hub. IITs and NITs throughout the nation have adopted over 130 villages thus far.

By encouraging creative education grounded on observation and experimenting, Rashtriya Avishkar Abhiyan hopes to reinvigorate young people's enthusiasm for technology. The emphasis would be placed on experiential learning in the communities around educational institutions.

Industrial cooperation at universities is necessary for the creation of curricula, the arrangement of guest lecturers, internships, real-world projects, career guidance, and job placements.

Student and faculty exchange programmes, as well as other forms of collaboration with top-tier national and international universities, are proven ways for higher education institutions to boost their quality, reputation, and credibility. The Indian government should encourage such partnerships in order to better prepare its citizens for the global economy of the future.

International Perspectives on Higher Education

The increasing mobility of commodities, services, money, information, and people across the contemporary globe is the primary factor that has led to this forecast. The higher education industry is not immune to the ripple effects of this rapid global transformation. Education, like the stock market and manufactured commodities, is fiercely competitive in today's globalised world. Every graduate needs to persuade potential employers and clients that their knowledge and abilities are in demand, that their engineering and technologies are cutting edge, and that their tools and mental laboratories are of the highest quality on the market ("Dr Naveen Prasadula, (2022) Department of Business Management Department Osmania University"). To thrive in today's fiercely competitive global economy, we must first determine the full extent of our intellectual and academic resources. In contrast to the industrial revolution of the previous centuries, he predicted that the knowledge revolution would be the primary factor in driving economic development in this nation. There has been a shift in recent years from an industrial economy centred on manufacturing to a knowledge-based economy, with education serving as a key commodity in global commerce (up to some extent). The university has changed its model and is now a for-profit business while it formerly was a charity (Maske, 2004). There has been a consistent increase in the number of knowledge-based workers in India since liberalisation. As a result, no one can reliably estimate what will be required in the 21st century economy. For the first time ever, schools are training students for a form of society that does not yet exist. (Reddy 1995) Teachers in higher education have a responsibility to provide their students with the most current information available so that they may meet the challenges of globalisation in the years ahead. Mr. Manmohan Singh, India's prime minister, shares this attitude, saying, "I really feel that the moment has come for us to give particular attention to education and skill development." For India to compete successfully in today's global economy, every individual must have the tools necessary to become a contributing member of society (The Hindu, 2007). These days, universities aren't only places where people go to get an education or where new discoveries are made; they're also places where management efficiency is improved. In the wake of the information and communication revolution, classrooms may now be taken anywhere, and lessons can be structured in a way that best suits the individual learner. Preparing educated, skilled, and entrepreneurial human capital should be a higher priority. A multicultural perspective, a practical focus, skill development, and adaptability to change are the four pillars around which higher education institutions must build if they are to realise this vision. One cannot dismiss globalization's impact on education since it has become both a service provider and user. The following developments are happening as a consequence of the new economic policies of globalisation, privatisation, and liberalisation.

To begin, let's talk about

1) International Trade, which is very relevant to the DEP. Online courses, web browsing, ed-testing services, paperback editions of books, foreign sales of ed-CDs, and so on are all made feasible by the development of IT, which aids in the dissemination and global exchange of knowledge.

2) International education: Most nations now must deal with the challenge of international education, which may be accomplished by sending a desired fee to a foreign educational institution and using the Internet to communicate with students in their own country.

For greater pay and recognition, our country's brightest minds are leaving to work overseas, driving up international human trafficking.

International organisations like UNESCO, UNICEF, etc. are beginning to formulate global educational policies that will have an impact on the field of education across the world.

Cyber libraries are in high demand because providing universal access to knowledge is essential for keeping up with the educational standards of international institutions. A greater availability of online libraries is a key component in achieving this goal.

7) Greater independence: In today's highly involved world, universities must safeguard their stakeholders—their students—from being deceived or subjected to a decline in standards as a result of the intense competition for students' attention on a worldwide scale. As Per “Dr. SUHASINI PALLE”.

Because of the increasing globalisation of education, universities are increasingly functioning as autonomous entities, unaffected by the broader economic climate. It must be at par with the educational systems of other developed nations and strive for the highest possible level of global education.

India's renowned testing services—including CAT, GATE, JEE, NET—need to be updated and modernised so they can compete with the likes of the GRE, GMAT, TOFEL, and others offered internationally.

Benefits aimed at certain nations (No. 11) Since developing nations lack the resources to adapt to globalisation, such as the internet and cutting-edge information, they will face significant challenges as a result. The more developed nations may dictate how their citizens are educated and how their economies are run, eradicating any possibility of cultural autonomy (Maske, 2004). Therefore, it is safe to say that India's agricultural, industrial, commercial, and corporate banking sectors are not the only ones facing new challenges as a result of globalisation; the educational sector is also facing new difficulties. Gaining entry into the global economy will be less dependent on cheap labour costs and more on quality and productivity. The quality of the graduates and researchers produced by our

universities must be on par with the finest in the world in terms of competence, comprehension, and productivity. If this is feasible, it would have a multiplicative effect in three ways: it would raise the standard of education in India, generate revenue for the country, and help disseminate Indian ideals over the globe. We need to shape this chance in such a way that its solely beneficial effects are guaranteed. A lot of work has to be done in this regard.

Research and Methodology

Factor analysis of the Indian Teachers' Inclusion Competencies (ICIT): Psychometric Properties. Input from US-based special education specialists was used to shape the initial questionnaire's eleven competence areas (Gear & Gable, 1979). Following recommendations from Indian specialists, two more questions were included in the survey. Ten factors with eigenvalues larger than 1 were found by main axis factor analysis (see Table 1). When the results from the redesigned questionnaire were compared to the replies from instructors in elementary and secondary schools, the acquired components lent some support to the created competence groups. When not rotated, the ten components in Table 1 explain 68% of the variation. It's worth noting that the total-scale score and the 10 different category sub-totals were both validated by the high importance of the first component.

Factors	Sum Squares of Loading	% Variance	Cumulative %
1	20.597	39.609	39.609
2	3.658	7.304	46.644
3	2.011	3.867	50.511
4	1.763	3.391	53.902
5	1.584	3.046	56.947
6	1.355	2.606	59.553
7	1.231	2.367	61.921
8	1.123	2.159	64.080
9	1.059	2.036	66.116
10	1.043	2.006	68.122

Evaluation of dependability. According to DeVellis (2003), a dependability coefcient of.70 is considered adequate for scientific study. Reliability testing on the updated ten-factor scale demonstrated that ICIT is a valid tool for gauging instructors' present-day knowledge and abilities across a variety of subject areas. For the whole scale, the alpha coefficient was.94. In addition, ICIT's internal consistency is at least.80 across all sub-scales.

Sub-scale and Total-scale Alpha Values for the ICIT

"Sub-scales (competency categories)	Alpha
Professional Knowledge	.80
Classroom Climate	.86
Collaboration	.87
Assessment	.83
Classroom Management	.87
Goal Setting	.85
Resource Management	.87
Instructional Techniques	.84
Individualized Instruction	.83
Evaluation	.83
ICIT Total	.94"

Results

After analysing the first section of the questionnaire, it was found that 146 (67.59%) of primary school instructors had never had any special education training. In addition, 169 instructors (77.88%) reported having no prior experience caring for students with special needs. When 184 educators (86.38%) said they lacked access to special education instructors, paraprofessionals, or resource room services, the situation became even more dire. Background factors for elementary school teachers are included in Table 3.

Primary school educators' demographics are broken out in Table 3.

"Variable		No. of Respondents	% of Sample
Training in Special Education	Yes	70	32.41
	No	14	67.59
		6	
Experience in Teaching	None	16	77.88
Students		9	
with Disabilities	Under 2	23	10.60
	years		
	3-5 years	15	6.91
	6-10 years	3	1.38

	Over 10 years	7	3.23
Access to Support Services	Yes	29	13.62
	No	184	86.38”

When the replies of secondary school teachers were evaluated, the same patterns emerged. Only 41 out of the total number of respondents (32.28%) reported having any kind of training to assist kids with special needs. The majority of educators (62.9%) have never taught a kid with a disability. The second section of the survey was examined to ascertain instructors' estimates of their own abilities. To determine the instructors' current levels of expertise in each of the 10 ICIT competence domains, the following methods were used:

If instructors gave themselves an average score higher than 3.0, they considered themselves either moderately or extremely skilled in that area. If the average grade was less than 3.0, it would suggest that education professionals often did not consider themselves to be competent in this area.

Variable		No. of Respondents	% of Sample
Training in Special Education	Yes	41	32.28
	No	86	67.72
Experience in Teaching Students with Disabilities	None	80	62.99
	Under 2 years	19	14.96
	3-5 years	10	7.87
	6-10 years	11	8.66
	Over 10 years	7	5.51
Access to Support Services	Yes	16	12.60
	No	111	87.40

Competency areas might also use this grading scheme.

Table 4: Secondary School Teacher Distribution Based on Personal Characteristics

Skills of Today's Elementary School Educators

Elementary school teachers' self-reported ICIT ability levels across many domains are shown in Table 5 along with their corresponding means and standard deviations.You may also check out the ICIT scale's overall mean and standard deviation. Based on where their means landed, the various groups were ranked. Across the board, primary school teachers in Delhi rated their own competency below 3.0. The sum of the scale was 2.40, therefore it was further evidence in favour of that idea. However, they placed a greater emphasis on Classroom Climate (ranked #1) than on Professional Knowledge (ranked #10).

"Table 5. Primary School Teachers' Perceived Current Skill Levels

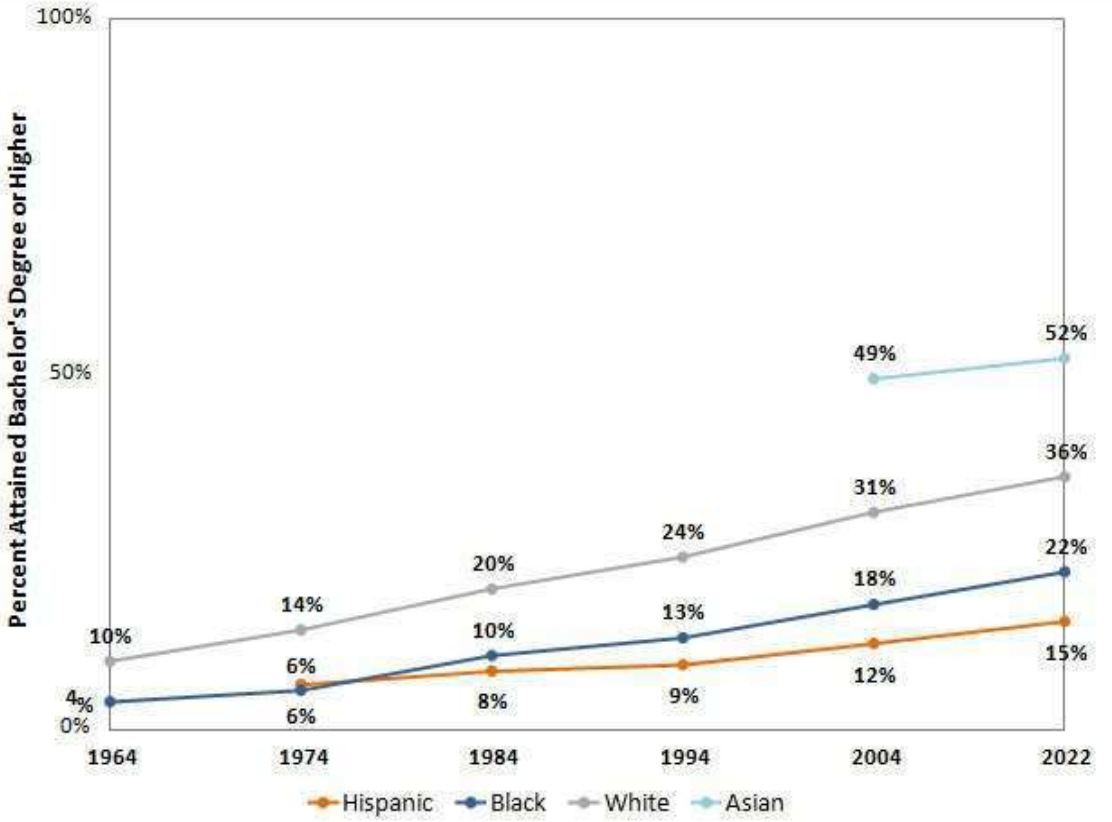
Competency Category	Mean	SD	Rank
Professional Knowledge	2.18	.70	10
Classroom Climate	2.79	.79	1
Collaboration	2.33	.82	5.5
Assessment	2.24	.77	8
Classroom Management	2.52	.74	3
Goal Setting	2.44	.76	4
Resource Management	2.21	.74	9
Instructional Techniques	2.59	.73	2
Individualized Instruction	2.33	.74	5.5
Evaluation	2.30	.77	7
TOTAL ICIT	2.40	.63	

Secondary School Teachers' Perceived Current Skill Levels"

In recent decades, the United States has seen a steady rise in the number of individuals from a wide variety of cultural and ethnic origins.In 1960, the majority of Americans were white (89%), followed by black (11%), and Asian/Pacific Islander/American Indian/Alaska Native at less than 1% each. 6% of the population in 1980 was Hispanic. 34 There has been an uptick in the percentage of adults with a high school graduation.Young individuals between the ages of 25 and 29 also saw similar increases (exhibit A.4).The disparity between Hispanic and white high school graduation rates for adults aged 25 and above widened from 27% to 32% between 1974 and 1994, before narrowing to 27% by 2022.High school graduation rates for blacks and whites have been slowly closing the gap, with the difference narrowing from 25% in 1964 to 7% in 2022. (exhibit A.3). The percentage of young adults (18-24) enrolling in postsecondary institutions (including two- and four-year) rose from 32% in 1990 to 40% in 2013. 35 In addition to white students, students of colour benefitted from the uptick in enrolment. Both black and Hispanic people now have a smaller share of the population with a bachelor's degree.people has progressively expanded over the last several decades. The disparity in bachelor's degree achievement between Hispanics and whites has doubled from 9% to 20% between the years 1974 and 2014. (exhibit A.6). The disparity between the percentage of blacks and whites with bachelor's degrees has more than doubled from 6% in 1964 to 13% in 2014. In the same vein, disparities widened among 25-29 year olds (exhibit A.5). As will be shown later in this paper, a significant contributor to this widening achievement disparity is a lower completion rates among those

who do enrol in four-year institutions contribute to the disproportionately low enrollment of students of colour.

Exhibit 1.1: Percentage of U.S. residents 58years and older attaining a bachelor's degree or higher, by race and ethnicity: From 1964 through 2022



NOTE: Due to limitations in Census methodology, attainment among Asians is not available before 2002 and attainment among Hispanics is not available before 1974. Asian category excludes Native Hawaiian/Other Pacific Islander students.
SOURCES: U.S. Census Bureau, March Current Population Survey, 1947 and 1952 to 2002; U.S. Census Bureau, Annual Social and Economic Supplement to the Current Population Survey, 2003 to 2015 (noninstitutionalized population, excluding members of the Armed Forces living in barracks); U.S. Census Bureau, Census of Population, 1940 and 1950.
Available at http://www.census.gov/hhes/socdemo/education/data/cps/historical/index.html.

There is a robust relationship between level of education and yearly wages, and also between level of education and race or ethnicity. Incomes of U.S. citizens and permanent residents aged 18 and above, broken down by race/ethnicity and level of education, in 2022 (Exhibit 1.2)

Disparities in Access to Higher Education

How Colleges and Universities Are Evolving

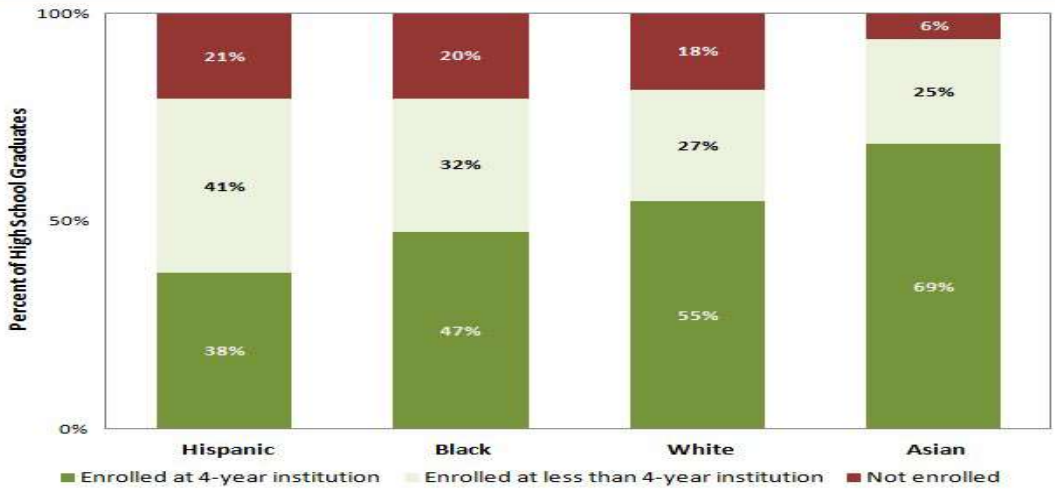
This section offers a statistical analysis of students' pathways to and completion of higher education institutions, or the "higher education pipeline." This paper analyses the following stages of the production process using a nationwide perspective and nationally representative data:

Student is accepted by the college and receives sufficient financial aid to cover tuition and living expenses; Student enrols in and begins attending the college; Student persists in college and earns the required number of credits to graduate.

When a student fulfils all academic criteria for graduation, the institution awards them a postsecondary certificate, or "completion."

Exhibit 2.1 illustrates how college access declines for kids of colour at several stages of the education pipeline. These racial and socioeconomic inequities in college access have a chilling effect on upward mobility and contribute to the perpetuation of generational inequalities. Put another way, narrowing these inequalities in access and achievement is crucial for improving socioeconomic and educational possibilities for people of colour, but it presents significant difficulties to institutions and the policy community.

Exhibit 3.1: Percentage of high school graduates enrolled in postsecondary institutions, by race and ethnicity and institution type: Fall 2019



NOTE: The data are based on high school graduates from the 2013 High School Longitudinal Study Freshman Cohort who enrolled in postsecondary institutions. The high school graduate category includes completion of diploma, GED, and high school-equivalent degrees. The Asian category excludes Native Hawaiian/Other Pacific Islander. Percentages may not add to 100 percent due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09). For PowerStats users wishing to recreate the estimates above in PowerStats (https://nces.ed.gov/datalab), use the QuickRetrieve code bmgbge1b.

There are racial and ethnic differences in the labour market and in college enrolment, but the gap between the two seems to be narrowing over time, according to a comparison of data from the Bureau of Labor Statistics and the United States Department of Education. The plateau or even fall in the proportion of white students enrolling in college after the Great Recession may also account for this phenomenon. 76

There is a decline in enrollment at elite colleges and universities among high school seniors of African American and Hispanic descent. There aren't many admissions-related data points that the Department

of Education gathers. However, the Department also collects data on the percentage of minority students attending colleges with competitive admissions processes.

Furthermore, a disproportionate number of black and Hispanic kids end up in developmental education classes. 77 The percentage of black students taking developmental courses is almost double that of white students at four-year universities. 78

The majority of black, Hispanic, and Asian kids do not come from financially stable homes. Whether or if prospective students can really afford college is another major consideration. In 2012, 63% of Hispanic, BLACK, and ASIAN undergraduates and 54% of WHITE undergraduates had a financial gap between their overall resources.

80 Many of these students may have to take out extra loans or find part-time jobs to cover the cost of their education. If there is a significant financial difference between the provided amount and the total cost of attendance, some students may decide against enrolling.

As compared to their white and wealthy classmates.83 Debt from student loans was higher for blacks than for whites in the same financial situations, even after adjusting for income and college completion rates. 84

Changes in the Number of Undergraduates Attending College

The aforementioned statistics reveal racial and ethnic differences in high school applicants' chances of being accepted and receiving financial help. The following looks at how enrollment patterns have changed as a consequence of colleges accepting more students who aren't fresh out of high school.

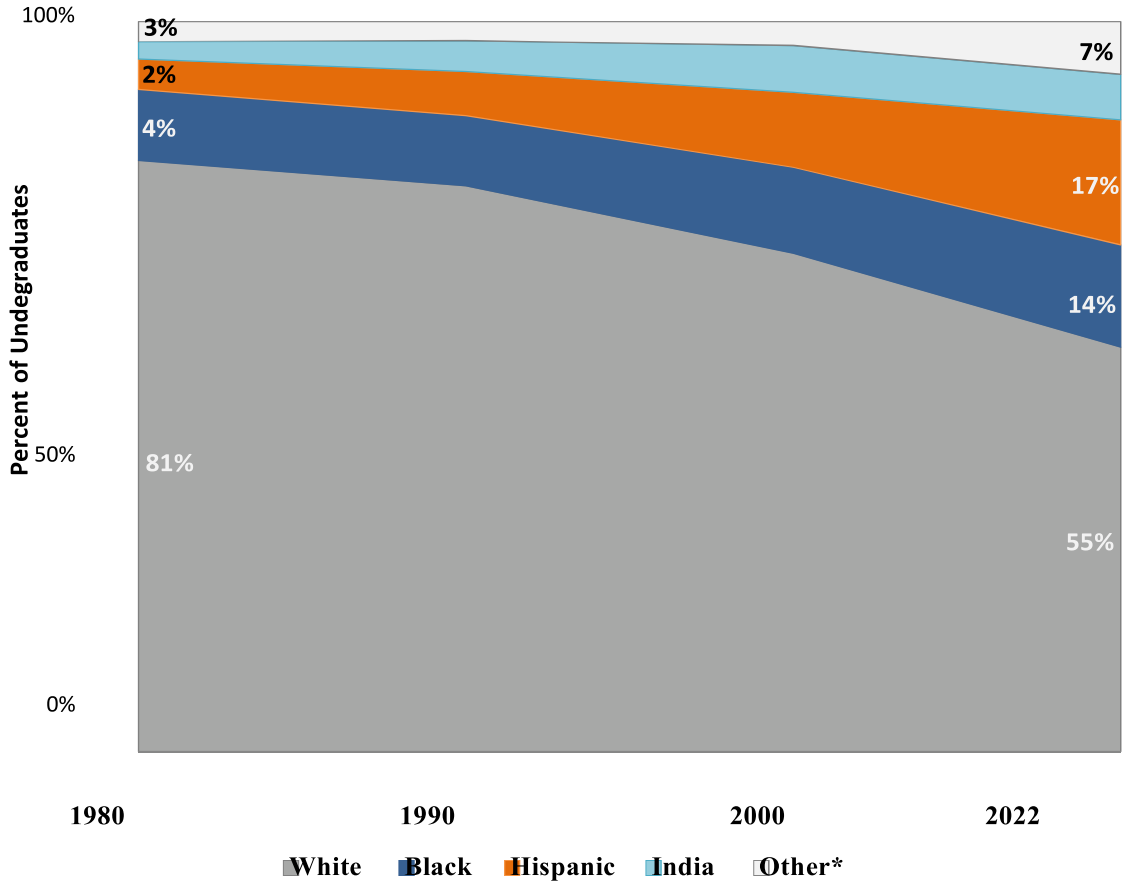
Since 1980, the percentage of undergraduates who are not white has been rising significantly.

By 2021, that percentage had fallen to 55%. Black, Hispanic, and Asian undergraduate enrolment has climbed consistently during the same time period. A same pattern was seen in the number of students enrolling in graduate programmes (exhibit A.13).

For-profit colleges have a disproportionate number of students of colour (especially Black and Hispanic pupils).

Hispanic kids made up the largest group attending public schools (83%), while black pupils made up the smallest group (65%). (71 percent). However, there is a lack of information from the Department on students transferring from community colleges to four-year universities.

Figure 3.2: From 1980 to 2022, a sample of the racial and ethnic composition of U.S. college freshmen by race and ethnicity



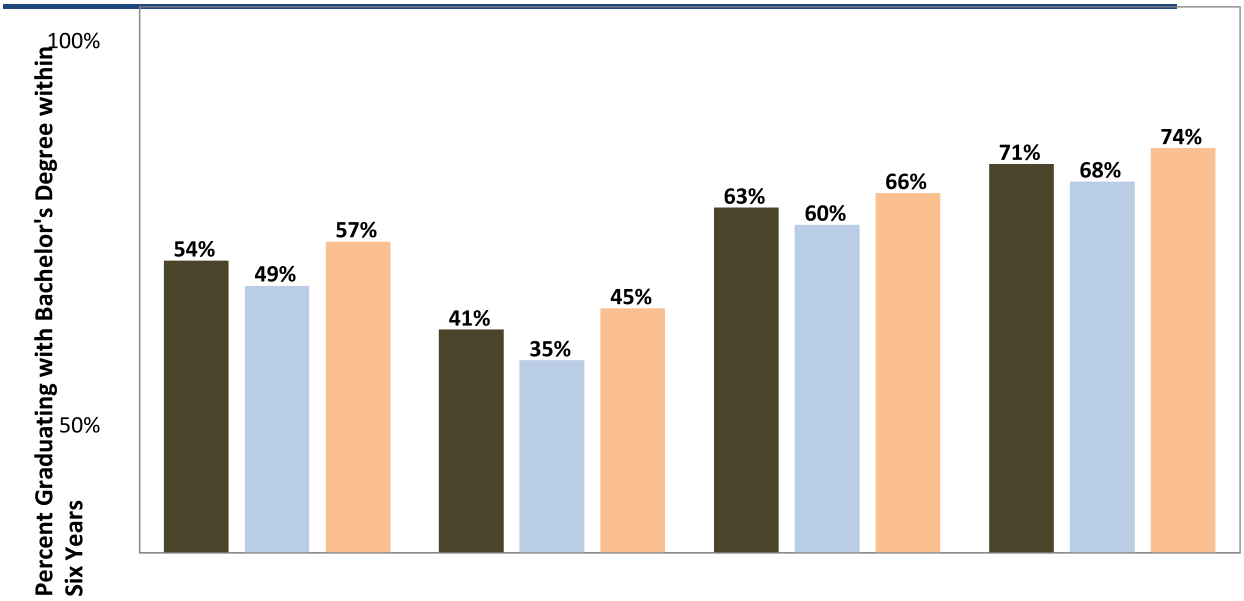
The Persistence, Completion, and Graduation Rates of Indian College Students

Principal Results: After this, you'll find a summary of research on racial and ethnic differences in undergraduate students' rates of completion, with a focus on the rate at which they get their bachelor's degree. As was mentioned before, a contributing factor to these differences is the lower enrolment of Hispanics and African-Americans in four-year institutions of higher education. Disparities in completion rates between students of different races and ethnicities pursuing the same degree is another critical aspect. The data below provide insight on trends in the graduation rate for both regular and nontraditional undergraduates, with a particular focus on those pursuing a bachelor's degree for the first time.Graduation rates at for-profit universities are lower across the board compared to those at public and private universities that are not for profit. Graduation rates were higher for students of all other races and ethnicities in more selective institutions. The proportion of black and Hispanic students who graduate from college as a whole is lower than that of white and Asian students. While just 36% of white students and 17% of black and Hispanic students graduate from college within six years, over 50% of Asian students who enrol in postsecondary institutions do so within that time frame.

Hispanic students' graduation rates are similarly lower than those of white and Asian pupils.

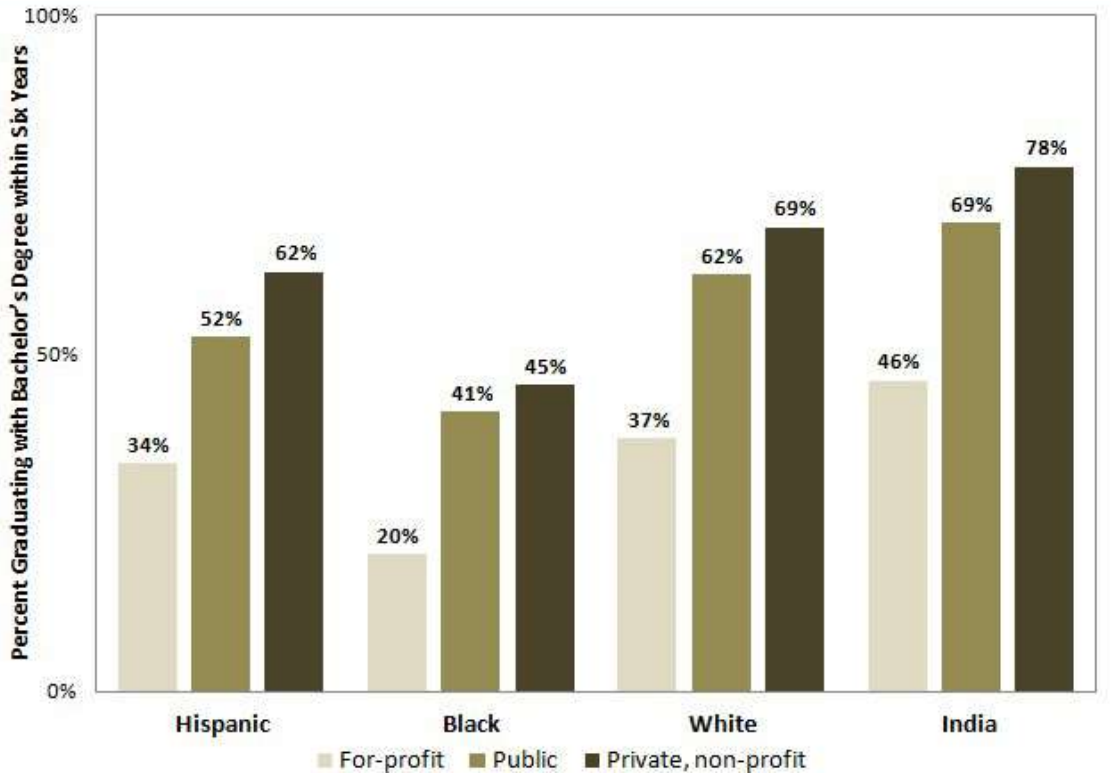
Comparatively, the graduation rates of white (63%), black (41%), and Indian (71%), students were all higher than those of Hispanic (54%) and other minority (41%) students in 2017-2018. Disparities in graduation rates were considerably more pronounced among males. Black males had a graduation rate almost half that of Asian males and 25 percentage points lower than white males, while black females had a graduation rate roughly two-thirds that of Asian females and 21 proportion opinions worse than snowy females.

"Exhibit 4.1: Percentage of first-time, full-time Indian. students graduating with a bachelor's degreewithin six years of enrollment, by race and ethnicity and sex: 2017–18 through 2020–21



Considering that black and Hispanic students disproportionately attend for-profit universitiesAccording to the data shown in Exhibit A".14, racial and ethnic gaps in graduation rates may be partially explained by variations in graduation rates across industries.

Exhibit 4.2: Percentage of first-time, full-time U.S. students graduating with a bachelor's degree within six years, by race and ethnicity and institution control: From 2017–18 through 2020–21



Graduation rates for students of colour are generally higher and graduation rate discrepancies are narrower in highly selective and moderately selective schools.Numerous studies suggest that students of colour benefit greatly from their time spent at elite universities. 89, 90 Bachelor's degree-seeking students of all races (Hispanic, black, white, and India) had better success rates at more competitive universities.

Conclusion

In this article, we discuss the state of higher education in India today. We also note issues plaguing higher education, such as a mismatch between supply and demand, a dearth of high-quality research, a paucity of professors, and inadequate infrastructure and facilities. The goals of the twelfth plan's framework include elevating the standard of government agencies, reimagining the role of government-funded help, and connecting growth, fairness, and excellence. Since developing nations lack the resources to adapt to globalisation, such as the internet and cutting-edge information, they will face significant challenges as a result. The more developed nations may dictate how their citizens are educated and how their economies are run, eradicating any possibility of cultural autonomy (Maske, 2004). Therefore, it is safe to say that India's agricultural, industrial, commercial, and corporate

banking sectors are not the only ones facing new challenges as a result of globalisation; the educational sector is also facing new difficulties. Gaining entry into the global economy will be less dependent on cheap labour costs and more on quality and productivity. The quality of the graduates and researchers produced by our universities must be on par with the finest in the world in terms of competence, comprehension, and productivity. If this is feasible, it would have a multiplicative effect in three ways: it would raise the standard of education in India, generate revenue for the country, and help disseminate Indian ideals over the globe. We need to shape this chance in such a way that its solely beneficial effects are guaranteed. A lot of work has to be done in this regard. In conclusion, the findings of this research not only shed light on the degree to which schools are prepared to implement inclusive education programmes, but also lend credence to the claim that a key to figuring out how to best prepare teachers is to look at how their own personal values and beliefs are reflected in the classroom (Taylor & Sobel, 2001). Interviews with teachers individually or in small groups, as well as classroom observations, should be included in future studies on teacher preparedness.

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